

Management Committee Focus questions	Response	Comment/Impact / evidence
2016-17		
Total amount of PPG	£82,665	
What was it spent on?	<ul style="list-style-type: none"> •Pupil Premium Coordinator 	Working alongside the Data Manager to track progress and interventions
Costs planned against the below areas	<ul style="list-style-type: none"> •Data Manager (DHT time) Tracking System (SIMS) 	Ability to track progress more effectively and efficiently
	<ul style="list-style-type: none"> •Pastoral Leader and Learning Support Professionals (LSPs) 	Increased attendance* and engagement in lessons
<ul style="list-style-type: none"> •PP Coordinator & Data Manager £13,965 	<ul style="list-style-type: none"> •Attendance Officer 	Attendance increase vs previous year unable to give precise figure for whole school due to a change in MIS which has not allowed a direct comparison. We are able to show individual improvements. *
<ul style="list-style-type: none"> •Pastoral Leader £5000 	<ul style="list-style-type: none"> •Literacy Coordinator (LC) and LSPs - interventions 	Planning and tracking of interventions
<ul style="list-style-type: none"> •Attendance Officer and home school support worker £7000 	<ul style="list-style-type: none"> •Numeracy Coordinator (NC) and LSPs – interventions 	Planning and tracking of interventions
<ul style="list-style-type: none"> •Literacy/Numeracy coordinators £10,000 	<ul style="list-style-type: none"> •LSP PP mentors 	Targeted mentoring with PP students to increase engagement and therefore progress including PASS
<ul style="list-style-type: none"> •Training £5000 	<ul style="list-style-type: none"> •Staff training/resources to improve quality of teaching 	Whole school training and training for coordinator to plan effective interventions
<ul style="list-style-type: none"> •Additional staff – LSP/teacher £5000 	<ul style="list-style-type: none"> •Additional teachers in English and Maths 	Increase teaching staff to allow for more lessons to improve progress
<ul style="list-style-type: none"> •Careers £1000 	<ul style="list-style-type: none"> •Careers support (targeted) 	Increase student engagement to enable Yr11 students especially to work towards passing GCSEs for college entry. All students who sat Eng/Math GCSE/Functional Skills passed
<ul style="list-style-type: none"> •Reading scheme/staff £4000 	<ul style="list-style-type: none"> •Accelerated reader programme KS3 focus •Reading Challenge programme 	1:1 and small group reading shows an increase in targeted students reading age
	<ul style="list-style-type: none"> •Independent study resources for English and Maths •Revisions guides & exam resources for all areas where possible 	Online and book resources for science/maths/English/history/DT etc Great engagement in exam process

<ul style="list-style-type: none"> •Independent study/resources £10,000 •Breakfast club •Educational visits £3000 •School Counsellor/EP and parental engagement £25,000 •Behaviour interventions/LSPs £2000 •Uniform £700 •Music/creative learning £1000 	•Food for life skills sessions	KS3 targeted students used as an incentive and incorporates hidden literacy and numeracy
	•Breakfast club food/break time fruit	Increases attendance/punctuality and engagement
	•Additional laptops available for classroom use	In class use allows wider resources and increases engagement
	•My Maths virtual package	Used by all students to target specific topics and areas of weakness/challenge
	•Educational visits for various subjects	Increased engagement and understanding of subjects and society plus benefits social skills
	•Residential visits	Improved confidence, social skills and team building. Greater engagement and incentives those who want to aim to go on the trips
	•Raffle Prizes	General impact on engagement as instant reward of ticket with delayed gratification for possible voucher at the end of each half term.
	•Year 11 Conference – exam preparation	Increased understanding of exam prep skills and increase in exam results for Eng/Maths especially
	•EP/Counsellor	Targeted work with those students who need an EHCP or need opportunities to speak about their concerns with the counsellor confidentially
	•Home School Support worker (Attendance Officer)	Increased attendance and engagement due to good relationship developed with family as well as student. Where additional support required for the family/student this has encouraged the student to engage better and feel supported to achieve – e.g. bed bought for a student without which improved his sleep and therefore ability to engage better at school
•Uniform/PE equipment	Spare or new uniform for those students who have not got uniform and unable to afford – improved attendance and engagement as they feel a part of the school PE equipment to encourage engagement in sports and increase health leading to increased engagement in academic areas too	
•Peripatetic music lessons (drumming)	Students given opportunity to play with external drum instructor and learn new skills encouraging them to try something different and potentially relaxing to increase positive feelings about school	

	•DoE Award programme	Targeted individuals to encourage wider skill set and opportunity to gain accreditation for those skills Residential activities to build skills in team building/social interaction
Why was the money spent in this way?	Each activity was chosen to maximise the impact of the funding for the targeted students. The social impact as well as the academic was a more holistic approach to support all aspects of the student's learning and enable them to make progress in all areas. Eg. Breakfast club - many came to school without breakfast which in turn meant they were not physically ready to learn until they had eaten something. Fruit was provided at break time to sustain their sugar levels until lunchtime and allow them to engage more effectively. Home School Support/Attendance Officer funding allowed for specific support to encourage improved and more consistent attendance leading to greater engagement as the knowledge gaps were fewer and confidence increased.	
What was the expected impact?	Improved attendance, engagement and sustained progress over time.	
What was the actual impact?	Data shows that the attendance increased over time and therefore progress and attainment increased. Data shows that there were no groups with a significant gap against non-PP students.	
2017-18		
Total amount of PPG?	£91,630 (98 students)	
What is it being spent on?	•Pupil Premium Coordinator	Working alongside the Data Manager to track progress and interventions
Costs planned against the below areas •PP Coordinator & Data Manager £8,000 •Pastoral Leader £5000 •Attendance Officer and home school support worker £21,730 •Literacy/Numeracy £9,800 •Mentoring (LSP) £2000	•Data Manager (DHT time) Tracking System (SIMS)	Ability to track progress more effectively and efficiently
	•Pastoral Leader and Learning Support Professionals (LSPs)	Increased attendance* and engagement in lessons
	•Attendance Officer	Attendance increase vs previous year of 21 % improved attendance
	•Literacy Coordinator (LC) and LSPs - interventions	Planning and tracking of interventions
	•Numeracy Coordinator (NC) and LSPs – interventions	Planning and tracking of interventions
	•LSP PP mentors	Targeted mentoring with PP students to increase engagement and therefore progress including PASS
	•Breakfast club food/break time fruit	Increases attendance/punctuality and engagement
	•After school and holiday sessions	Additional resources and staff time for after school session all year and in run up to exams. Pizza and juice to encourage attendance of Yr11 to after school revision classes

•Careers £1000	•Software for individual targeted support in Maths/Science	New software package for KS4 students in Science plus continued subscription to maths virtual programme
•Reading intervention and cloud system £5100	•Independent study resources for English and Maths •Revisions guides & exam resources	Online and book resources for science/maths/English/history/DT etc Great engagement in exam process
•Independent study/resources £4,000	•Counsellor/EP	Targeted work with those students who need an EHCP or need opportunities to speak about their concerns with the counsellor confidentially
•Breakfast club £5000	•Staff training/resources to improve quality of teaching	Time/cost of additional training to improve staff understanding of barriers to learning for students eg. Mental health/self-harm Individual training for SIMS/Thrive/PP/Resilience
•Educational visits £2000	•Additional teachers in English and Maths	Increase teaching staff to allow for more lessons to improve progress and 1:1/withdrawal as required
•School Counsellor/EP and parental engagement £24,000	•Careers support (targeted)	Increase student engagement to enable Yr11 students especially to work towards passing GCSEs for college entry. Current predictions of 100% Eng/Math GCSE passes
•Behaviour interventions/LSPs £2000	•Accelerated reader programme KS3 focus •Reading Challenge programme	1:1 and small group reading shows an increase in targeted students reading age (data update at end of year)
•Uniform £1000	•SLT Year 11 PP student mentoring	DHT time allocated to meet each Yr11 to look at current vs predicted grades – increased engagement in exam process
•Software Maths/Sci £1000	•Independent study resources for English and Maths •Revisions guides & exam resources	Online and book resources for science/maths/English/history/DT etc Great engagement in exam process
	•Food for life skills sessions	KS3 targeted students used as an incentive and incorporates hidden literacy and numeracy
	•Breakfast club food/break time fruit	Increases attendance/punctuality and engagement
	•Additional laptops available for classroom use	In class use allows wider resources and increases engagement
	•My Maths virtual package	Used by all students to target specific topics and areas of weakness/challenge
	•Educational visits for various subjects	Increased engagement and understanding of subjects and society plus benefits social skills
	•Residential visits	Improved confidence, social skills and team building. Greater engagement and incentives those who want to aim to go on the trips

	<ul style="list-style-type: none"> • Raffle Prizes 	<p>General impact on engagement as instant reward of ticket with delayed gratification for possible voucher at the end of each half term.</p>
	<ul style="list-style-type: none"> • Careers support (targeted) 	<p>Increase student engagement to enable Yr11 students especially to work towards passing GCSEs for college entry. Currently predictions are that all students due to Eng/Maths GCSE or Functional skills will pass</p>
	<ul style="list-style-type: none"> • Reading Challenge programme (new this year) 	<p>Changed intervention programme as the system last year did not have the accelerated impact for enough students New reading challenge with 1:1 and small group reading shows an increase in targeted students reading age so far (Data update at year end)</p>
	<ul style="list-style-type: none"> • Cloud library reading system 	<p>To track reading across the school for each individual. Will allow targeted interventions and encourage reading outside of school as students can read hard copy or e-readers</p>
	<ul style="list-style-type: none"> • Year 11 Conference – improve exam preparation and aspirations 	<p>Greater student engagement in the conference compared to last year – 3 fold increase in attendance on the day Increased student understanding of exam prep skills leading to increase in exam engagement and number of subjects passed</p>
	<ul style="list-style-type: none"> • Home School Support worker 	<p>Targeted work with those students who need an EHCP or need opportunities to speak about their concerns with the counsellor confidentially</p>
	<ul style="list-style-type: none"> • Uniform/PE equipment 	<p>Increased attendance and engagement due to good relationship developed with family as well as student. Where additional support required for the family/student this has encouraged the student to engage better and feel supported to achieve – e.g. bed bought for a student without which improved his sleep and therefore ability to engage better at school</p>
	<ul style="list-style-type: none"> • DoE Award programme 	<p>Targeted individuals to encourage wider skill set and opportunity to gain accreditation for those skills Residential activities to build skills in team building/social interaction</p>

Why is the money being spent in this way?	<ul style="list-style-type: none"> • Literacy skills on entry are lower for pupils eligible for PP than for other pupils, which can prevent them from making good progress 	A large proportion of PP students arrive with lower reading/spelling ages and reduced confidence in literacy based activities. Giving opportunities to engage in non-academic as well as targeted interventions encourages greater confidence and self-esteem allowing progress to be made in all subjects as reading/spelling/literacy skills improve
	<ul style="list-style-type: none"> • Numeracy skills on entry are lower for pupils eligible for PP than for other pupils, which can prevent them from making good progress 	Many PP students arrive with lower confidence levels in numeracy and need additional activities to encourage them to use number with confidence in maths lessons and across the other curriculum areas and in functional maths
	<ul style="list-style-type: none"> • Behaviour and emotional concerns of some disadvantaged pupils can lead to low progress and disengagement with learning. Low self-esteem and self-confidence impacts on behaviour and engagement over time 	Working with mentors, the counsellor and in targeted activities to build confidence and self-esteem individually and in groups allows them to build transferable skills for school and beyond
	<ul style="list-style-type: none"> • Historically poor attendance on entry takes time to recover and impacts on progress. Attendance rates for pupils eligible for PP are lower than their not PP peers on entry. This reduces their school hours and causes them to fall behind on average 	Targeted support and encouragement from the point of entry allows students to improve both attendance and punctuality as well as engagement in lessons over time. The longer students stay at Mayesbrook Park School the more likely they are to improve academically as well as in soft skills
What is the expected impact?	<ul style="list-style-type: none"> • Improved levels of progress in literacy for all pupils eligible for PP and at least equality of progress with all pupils. • Improved levels of progress in numeracy for all pupils eligible for PP and at least equality of progress with all pupils. • Increase in engagement in lessons with a decrease in behavioural and emotional concerns in lessons • Increased attendance rates for pupils eligible for PP in all year groups <p>Increase opportunities to engage parents/carers to build understanding of aspirational choices and be more involved in their child's learning.</p>	
What is/was the actual impact?	Early indications are that PP students are making progress in line with their peers This will be updated after the June data drop and GCSE results in September 2018	
	Specific examples/case studies available at Mgt Committee request	
2018-19 Predicted total amount of PPG?	£91,630 (98 students) tbc – indicative allocation July 2018 update required	

